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Effective home-school relations promote better community understanding, more successful teachers, happier parents and more adept pupils. Parents and teachers are important to young children during the transition from home to school. Since educational procedures, techniques and instructional materials have changed over the years, parents need to have an uderstanding of them.

Parent counseling is rapidly becoming a recognized responsibility of teachers of young children. Parents benefit from conferences by learning of the child's relationships with others, his progress in school work, his self-control, his response to suggestions, and his special interests and abilities in school. The teacher benefits from conferences by learning about the child's feeling about school, his interests and abilities outside of school, his family and neighborhood relationships, and his fears or emotional troubles.

Suggestions given to implement successful conferences include arrangements for no interruptions during a conference, the greeting of parents in a friendly and relaxed manner, and the realization that most parents cannot be objective about their own children.

Copies of parent conference forms, school entrance inventories, and kindergarten completion forms are included. Growth patterns of kindergarten children are noted in the areas of physical development, span of attention, getting along with others, following directions, art, language ability, and number concepts.

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HOME-SCHOOL RELATIONS

a Section of

KINDERGARTEN

A Teachers Guide

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Superintendent of Schools
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HOME-SCHOOL RELATIONS

A Section of

K I N D E R G A R T E N

A Teachers Guide

Prepared by

Teachers, Administrators, District Curriculum Coordinators

and

Division of Instruction Staff

Orange County

Superintendent of Schools

BULLETIN SERIES No. I 142C

September 1961

Orange County Superintendent of Schools
1104 West Eighth Street
Santa Ana, California

STATEMENT

The kindergarten year is an important and integral part of the total school program. It provides opportunities for each child to develop a feeling of responsibility and independent thinking which are qualities necessary to living in our American Democracy. The work of the kindergarten teacher is of great importance as attitudes and behavior patterns established during the first year have far reaching effects.

Revision and completion of the Orange County Kindergarten Guide has been needed for several years. Many hours of careful study and evaluation have gone into the preparation of this guide by teachers, administrators and curriculum consultants. It is a resource book of information and inspiration providing some basic ideas for achieving desirable goals. Five-year-olds are at many stages of development, therefore, need an individualized program. The materials in this guide are flexible in order that the teacher may expand the ideas to meet the needs of the children in her class.

HOME-SCHOOL RELATIONS is one section of KINDERGARTEN, A TEACHERS' GUIDE which is being prepared for Orange County Teachers.

Relationships between the home and school are satisfying and effective as each supplements the other. Mothers, fathers, and teachers are important to the young child during the transition from home to school. The teacher is a skilled team worker in constant touch with his coeducators at home. Educational procedures, techniques and instructional materials have changed over the period of years based upon continuing research and successfull teaching experience. Parents need to have an understanding of the educational goals, methods and procedures because their cooperation and assistance are essential to the child's success in school.

Parent counseling is rapidly becoming a recognized responsibility of teachers of young children. Careful planning on the part of the professional staff is important in all contacts between the home and the school. The teacher is the key to successful home-school relations, however, the support of all of his colleagues is needed - special teachers, psychologists, counsellors, nurses, administrators and supervisors. Effective home-school relations promote better community understanding, more successful teachers, happier parents and more adept pupils.

Linton T. Simmons
Superintendent
Orange County Schools

John D. Hayes
Assistant Superintendent
Division of Instruction

ACKNOWLEDGMENTS

The revision of the Kindergarten Guide has been developed by Teachers, Administrators, district Curriculum Coordinators and the Division of Instruction, Orange County Schools Office. Appreciation is expressed for the careful study and evaluation done by the various committees.

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ILLUSTRATIONS

Marjorie Granger, Retired Teacher, Laguna Beach

We Believe

The kindergarten should be a friendly situation informal in atmosphere and procedures in which

- children are free to choose their own seats
- children sit casually on the rug
- children grow at own rate

There should be a free choice of activities and materials with

- freedom to use materials without stereotyped rotation
- unstructured dramatic play
- creative dramatics rather than learned lines

The kindergarten should be a laboratory situation where children learn to

- think for themselves
- solve problems
- develop self-control and self-direction

A wide variety of activities which challenge the varied abilities of each child should be provided.

The emphasis is on experiences suitable for the five-year-old. While all subject matter fields are involved, formal reading and writing are not presented in the kindergarten. In planning the program

- abstract material is avoided
- ditto work or workbooks are eliminated
- social situations in teaching arithmetic are utilized rather than the presentation of symbols

HOME-SCHOOL RELATIONS

PURPOSES

Home and school share a joint responsibility for the development of the kindergarten child. His experiences at either place affect his total behavior. Home and school need to work together to help the child

- make a happy adjustment from home to school
- establish right attitudes toward school
- develop to his maximum growth and fullest potential
- gain emotional security (mutual understanding and respect between parents and teachers)

A planned series of communications between the teacher and the parents will give them opportunities to

- share the job of helping the child develop to his fullest potential
- exchange information which can be mutually helpful
- plan together for the child's development
- evaluate the progress and growth of the child
- compare their purposes
- become better acquainted

BENEFITS TO THE PARENT

The teacher will give information about each child regarding his

- relationships with others
- progress in school work
- self-control, concentration, cooperation
- response to suggestions

special interests and abilities

contributions to activities, discussions

respect for people, property

health

special problems at school

BENEFITS TO THE TEACHER

Parents should tell the teacher about the child's

feelings about school at home

special interests and abilities outside of school

family and neighborhood relationships

particular problems, fears or emotional troubles

general health habits (any handicaps)

GROUP MEETINGS

Group meetings and conferences afford an opportunity for the school to

help parents become aware of the common goals of wholesome child development

help parents understand the learning experiences provided to realize these goals

interpret its educational program

establish good public relations

lay the foundation for further participation in the school program.

Planning and preparation for group meetings will vary according to the type and purpose, but the kindergarten teacher will

confer with the principal before scheduling a group meeting

provide for the care of kindergarten and younger children during the meeting

issue invitations far enough in advance to give parents sufficient time to make arrangements to attend (invitations signed and returned).

use a comfortable room arrangement

provide attractive room environment

use name tags

arrange for refreshments

keep a guest book

welcome each arrival individually

plan an activity for the group

allow time for questions and discussion

invite school visits

TYPES OF GROUP MEETINGS

Pre-kindergarten meetings held just before the opening of school in the Fall or before the close of school in Spring to

introduce the parents and children to the school situation

register children

present a Kindergarten Handbook for parents

Suggested agenda includes

greeting parents as a group

discussing kindergarten handbook

emphasizing the importance of parents and teachers working together

inviting the parents to visit

answering questions

serving refreshments

Get acquainted conference held a few weeks after the opening of school to

- interpret the kindergarten program
- establish friendly relations between the home and the school
- acquaint parents with local school policies and philosophy
- pave the way for individual conferences

Suggested agenda - the teacher

- greets the guests as a group
- thanks any parents who assisted
- introduces the principal or other district personnel
- gives explanation of the kindergarten program
- outlines the kindergarten day
- presents plans for the year
- interprets goals in terms of behavior of children
- develops concepts of educational terms, such as
  - individual differences
  - patterns of growth
  - rate of growth
- answers questions and leads discussion
- summarizes and closes the meeting

OTHER GROUP MEETINGS

Parents' workshops are scheduled to

have parents assist with

furnishing the playhouse

making doll clothes

sewing curtains

constructing sailboat in outdoor area

making smocks

have parents participate in activities experienced by the children during work period

finger painting

easel painting

working with clay

Special occasions may occur during the year when parents may be invited to observe as a group, activities growing out of the daily program

songs

rhythms

dramatizations

games

choral verse

flannel board

Study groups lay a foundation for a broader program of home-school cooperation. A series of meetings planned for small groups of parents is a means by which members of a group

share their experiences

investigate information available in the literature

decide upon a course of action

Types of study group meetings will vary according to the objectives chosen by the group toward which they will be working.

Discussion

Panel

Lecture

Film or filmstrip

Tape recording

Role-playing

Workshop

Buzz groups

Evaluation of the group meeting is desirable. As soon as possible following the conference the teacher and principal will want to have a friendly, objective evaluation

to determine strong points

to point out opportunities for improvement

INDIVIDUAL PARENT-TEACHER CONFERENCES*

Counseling parents is a vital part of the kindergarten teacher's responsibility affording benefits

for the teacher by

sharing ideas and experiences with parents
promoting better understanding of children
gaining information regarding

developmental background

health

special interests, hobbies, abilities

home responsibilities

rest, nutrition

*See appendix, Guides to Conferences

carrying on a continuous program of educational interpretation

planning together for guiding the child

for the parents by

contributing to mental and emotional security relative to education

giving personal pleasure of having visited school to see where child, his classmates and teacher are at work

acquiring information about

the daily schedule

organization of educational activities

special services afforded by school

learning about his child

in a group situation

who his friends are

physical or speech problems

for the child by

feeling emotionally secure because his home and school are working together

strengthening respect and understanding between his parents and his teacher

knowing what is expected of him

goals of achievement

standards of work

standards of behavior

Planning and preparation contribute to the success of individual conferences. The teacher's responsibilities are

- scheduling
- notifying the parents
- reviewing available information
  - cumulative folder
  - health report
  - anecdotal records
  - child's folder of work
  - growth record or chart
- conferring with others in school
  - nurse
  - counselor
- preparing a tentative plan
  - strengths and weaknesses of the child
  - growth and improvement
  - needs for growth
  - future plans
- arranging the room environment
  - provide for comfortable seating (not at teacher's desk)
  - attractive bulletin boards, book displays
  - provide for possible interruptions during the conference

During the conference period the teacher will

- greet parent at the door
- establish rapport
- explain the purposes of the conference
- encourage the parent to talk
- evaluate growth -- social, emotional, mental physical (samples of child's pictures)
- plan mutually for the child's progress and development

Follow-up by note, phone call, or direct contact contributes to the success of individual conferences.

Evaluation

- self-evaluation by the teacher following the individual conference will improve conferencing skill.
- evaluation by two or more teachers--sometimes role-playing difficult situations will improve conferencing techniques
- some school administrators like a brief account of conferences regarding
  - attitude of the parent
  - special problems discussed
  - items which require follow-up by nurse or other personnel

HANDBOOKS FOR PARENTS

Schools and kindergarten teachers have found that a good handbook for parents

- develops mutual understanding between the parents and the teacher
- serves as an overview of the kindergarten program during the first week of school or before school begins
- helps bridge the gap between home and school before there has been time to plan
  - classroom observation
  - group meetings
  - parent conferences
- helps parents gain a familiarity with the program which will lay foundation for good parent teacher relationships
- aids parents in helping child make adjustments to school procedures
- informs parent about school policies and regulations

Suggested principles to consider in its preparation--the handbook should be

- prepared cooperatively by kindergarten teachers, consultant, principal and parents
- attractive and convenient to use
- brief
- written in an interesting and simple manner
- illustrated with pictures or sketches
- printed or mimeographed

Information to be included

Preface by school superintendent stating purpose of the booklet

Names of people who prepared it

Table of contents

Explanation of kindergarten program, activities and purposes

Explanation of routine matters

age of admission

necessity for proof of age

registration

daily schedule

bus schedule . . . plan of traffic control

attendance

clothing

local policies or regulations pertaining kindergarten children

Health services and information

Visitation and conferences

Parents can help

Bibliography

books for parents

books to read to children

recordings for children

EDUCATIONAL TRIPS

Educational trips for kindergarten children in some districts are limited to walking on the school ground and within a few blocks of the school because bus trips may be

overstimulating

tiring

Procedures for walking trip or bus trips are similar

Planning for trip

contact place to be visited and make arrangements

secure permission from principal

request use of bus

permission forms signed by parents

arrange for parents to help

bus trips--one for five children

walking trip--minimum of four adults if leaving school grounds

meet with parent helpers to

explain purpose of trip

tell what teacher wants children to observe

letter to parents explaining

reason for trip

what to wear

preparing the children regarding

behavior patterns expected

staying with "trip" mother

what they are to look for

Taking off

roll call on rug

name tags issued

children go to restrooms

trip mothers meet their children and take them to bus (each mother has names of children assigned to her)

During the trip the mothers are responsible for their assigned group

Follow-up and Evaluation

children discuss trip

teacher notes carry-over in classroom activities

letters of thanks written to mothers, place visited and principal

KINDERGARTEN REGISTRATION

Registration of kindergarten children may take place

during pre-school week

near the close of school (May or June)

Suggested procedures

Put notice in local paper including

time

date

place

proof of birth date required

Send notices by school children (when school is in session)

Arrange for parent helpers to

greet parents at door

hand out enrollment cards

assist with registration

supervise children

Plan to check proof of birth, address and other needed information

Give parents a copy of handbook

Furnish name and address tag which child will wear to school during first three days

Fall verification is necessary when pre-registration is done before the close of school

RECORD KEEPING

The kindergarten teacher will keep

- conference summary
  - date
  - objective information which will help understand the child better
  - facts presented by parent and teacher
- anecdotal records
  - date
  - place
  - incident (brief, objective account)
- growth chart
  - name
  - patterns of development
  - dates indicating when chart was checked
  - various colors of ink used to show growth from immaturity toward maturity
- health forms
  - (usually kept by school nurse)
- cumulative folders
  - confidential and professional information
  - enrollment forms
  - health record
  - conference data
  - anecdotal records
  - important correspondence
  - growth chart

PARENTS BOOK SHELF

Many kindergarten teachers find that a library for kindergarten parents provided by the school is useful

when a problem is presented by the parent

during parent-teacher conference to reinforce points teacher has made

when parent wants further insight into child growth and development

for parent study groups

refer to bibliography in appendix

A P P E N D I X

GUIDES TO CONFERENCES[1]

"Not forgetting that each parent is unique in his personality and his problems, it may be helpful to list a few guides to conferences in general.

1. Responsibility for the success or failure of a conference rests primarily with the teacher. It is well to remember that success is relative, and each conference must be judged according to its own circumstances and results.

2. It is well to arrange for no interruptions during a conference. Nothing is more disturbing to the serious efforts of trying to think through a problem than to be interrupted at a crucial moment.

3. It is easier to build a cooperative relationship if the teacher is not seated behind a desk. Behind a desk the teacher is in a place of authority, not partnership.

4. The teacher's greeting should be friendly and relaxed. If he is hurried or tense, the parent will know it. It is difficult to discuss a problem with someone who looks as if he wished you were not there, or would soon leave.

5. Listen, and then listen some more. The teacher did not invite the parent in to deliver a lecture to him, but to get, as well as to give, help. Encourage the parent to talk, and then listen to what he has to say.

6. Find out how the parent is thinking and feeling about his child. This is important, because the teacher cannot understand the child's behavior until he knows the parent's attitude.

7. If the parent says he is worried about his child's behavior, follow through. Find out why he is worried. The teacher should not assume that he knows why. He and the parent may not feel the same way about the child.

8. If a parent gives what he thinks is the reason for a child's behavior, accept it, and lead the discussion on to the consideration of other possible causes. Behavior is the result of many causative factors, not of one.

9. If a parent suggests a plan of action, accept it if at all possible to do so. It is better for the parent to try it than for the teacher to force one of his own. One of the goals in parent counseling is to try to get the parent to take the initiative. If the parent's plan fails, it is always possible to suggest others that may strike nearer to the root of the difficulty.

---

[1]Katherine D'Evelyn, Individual Parent-Teacher Conferences (New York: Bureau of Publications, Teachers College, Columbia, 1945)

10. If the parent cannot suggest reasons for a child's behavior, or plans of action to deal with it, the teacher might suggest alternatives for joint consideration. "This might be a possibility. What do you think? You know all the facts of the situation better than I do." Or, "We might try this and see what happens. It may take us a while to find the source of the difficulty." Such an approach makes the parent a participator in the final decision for tentative plans, and leads to discussion that helps him to accept the plan as his own.

11. It does not help to argue with a parent. Arguing will arouse resentment and resistance.

12. It is better not to assume that a parent wants help or advice. Such assumption usually brings resistance, because it implies a form of criticism.

13. Most parents cannot be objective about their own children. Therefore, do not criticize, either directly or indirectly. Criticism is fatal to the building of a cooperative relationship.

14. Avoid giving direct advice when the parent gives a statement of his problem and then leans back, saying, "Tell me what to do." Let any advice or suggestions grow out of mutual discussions and a growing insight on the part of the parent into the reasons for the behavior.

15. Do not get ahead of the parent in his thinking. In other words, the teacher should not try to push his thinking onto a parent before the parent is ready to see it through a process of discussion and mutual thinking.

16. Try to be aware of sensitive spots, and avoid embarrassing the parents by noting facial expressions, gestures, and voice. These all give a clue to the parent's emotions.

17. Be accepting. That is, accept anything the parent tells you without showing surprise or disapproval. If the teacher cannot do this, he will not get an honest picture of the parent's attitudes and feelings.

18. The teacher should be ready to recognize problems that are so difficult as to prevent him from giving sufficient help to the parent. Parents with complex emotional problems should be referred to the consulting psychologist or guidance specialist on the staff.

19. It is helpful to try to close the conference on a constructive, a pleasant, or a forward-going note such as, a plan for further consultation, a definite date for the next conference, a statement of encouragement or reassurance, a statement of a plan for cooperative action."[2]

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[2]Ibid

PARENT CONFERENCE FORM

Child's Name _____

Teacher _____

Grade _____ Date _____

EDUCATIONAL

Language:

Attention Span:

Sustained Interest:

WORK HABITS

Eye-muscular co-ordination:

Listens to and follows instructions:

Clean up responsibility:

PLAY HABITS

SOCIAL-EMOTIONAL ADJUSTMENT

PHYSICAL HEALTH

Health:

Speech:

COMMENTS:

GROWTH PATTERNS OF KINDERGARTEN CHILDREN

PHYSICAL DEVELOPMENT

D[illegible]les due to immature muscles → Use of large muscles of arms and legs more developed than hands and fingers → Skips smoothly
Deft at handling objects

Eye muscles focus on large objects → Need to use large pictures and objects → Can focus on smaller objects

SPAN OF ATTENTION

Moves slowly - difficult to move from one thing to another → Short bursts of energy
Can comprehend two interests → Can hold attention about 15 minutes

PLAYING TOGETHER - GETTING ALONG WITH OTHERS

Shy - will hide behind adult → Dependent upon adult → Needs less adult approval

Plays alone or side by side → Plays with one child → Plays with groups of five or more

FOLLOWING DIRECTIONS

Chooses own work → Plans his work → Carries out plans → Judges the outcome

Needs adult direction in play → Can organize own play with materials at hand → Can initiate own enterprises

Needs to be dressed and undressed → Can undress self → Can dress and undress, button clothes and lace shoes

LANGUAGE ABILITY

Names objects or listens → Can tell sequence of story → Can recall plot of story

Wants repetition of same story day after day → Enjoys new story at times → Interest in new stories increases as experiences increase

Remarks limited to one word → Uses words or phrases in speaking → Can express self in complete sentences

Interest limited to oral language → Awariness of printed symbols → Curiousity about words

MUSIC

Enjoys separate short songs → Enjoys groups of songs and rhythms → Enjoys a sequence of songs and rhythms

Prefers listening to others → Is willing to join small groups of four or five → Is willing to join large groups - but it varies from day to day

ART

Manipulative stage (Child makes for the making) → Symbolic stage (Painting or thing modeled is something very definite to child) → Realistic stage (Things begin to look like the object)

NUMBER CONCEPTS

Distinguishes between one and many but cannot count objects → Can count two and three pointing to objects → Can count and point to 19 to 29 - may jump around when they get higher

SCHOOL ENTRANCE INVENTORY

_____ AGE _____ _____ DATE _____
Name of child Years Month

TO THE PARENT: The first days of school are big moments in your child's life. It is the purpose of the school to make these first experiences happy, constructive and enduring. The more we understand your child, the greater the possibility of insuring the success of his first school experiences.

You know your child, we have not had that opportunity. In order that we may serve him well would you assist us in more rapidly becoming acquainted with him by responding to the following questions. We will now, and in the future, be glad to have you amplify this information in any way that will assist us in better serving your child.

What we need to know:

Has your child ever had any difficulty with hearing?_____

Has he any difficulty with eyesight?_____

Is he right handed?_____left handed?_____

Does he have any noticeable speech problems?_____

Does he eat well?_____sleep well? _____

At what age did he learn to talk?_____to walk? _____

Has he had any serious illness or any pecularity of growth?_____

_____

Do you read stories to him?_____how often?_____

Does he enjoy looking at books?_____

Does he know any Mother Goose Rhymes?_____

Does he enjoy music?_____does he like to sing?_____

Do you take him on trips or excursions?_____

To whom does he like to tell his experiences?_____

Does he use sentences in conversation?_____

What special interests has he? (ie. construction, rhythm, pets)

_____

Is he learning to put on his own clothes?_____

Does he put on and button clothes?_____wraps?_____

Does he lace his own shoes?_____tie shoe laces?_____

Does he like to skip?_____hop?_____gallop?_____

Does he toss and catch a ball?_____

Does he use crayons?_____clay?_____

paste?_____hammer and nails?_____

Is he generally happy and cheerful?_____nervous?_____

Does he seem afraid of animals?_____storms?_____the dark?_____

strangers?_____

Does he ask many questions concerning the world about him?_____

Is he able to amuse himself without depending on adults?_____

Does he play comfortably with other children?_____

Is he willing to share his possessions with others?_____

Does he take turns, etc?_____

Is he usually cooperative and respectful to those in authority?_____

Does he usually say, "please, thank you, excuse me?"_____

Is he relatively independent? (ie. taking care of his own needs,

start things for himself?_____

_____

(Signature of parent)

REGISTRATION FORM

Grade_____Teacher _____

_____ ____ ____ _____

Last Name First Sex Age Birthdate

Home address _____Birthplace_____

Telephone _____ Parent or guardian _____

Parent's occupation _____Business phone _____

Please give child's age at time of any of the following:

Chicken pox _____Chorea_____ Convulsions _____ Diptheria _____Ear Infection____

Pneumonia _____Measles_____ Measles (german) _____ Meningitis _____

Mumps _____ Influenza _____ Rheumatic fever _____ Scarlet Fever _____

Whooping cough _____ Polio _____

IMMUNIZATIONS: Whooping cough _____ Diptheria _____ Smallpox _____

Polio _____ Tuberculosis _____Booster shots: Age _____

If the child has had any physical handicap, any serious illness or operation, please state the nature of, and at what age:_____

Doctor to be called in case of an emergency and parent cannot be reached:

First choice _____ Second choice _____

Date _____ _____

Parent's signature

KINDERGARTEN COMPLETION FORM

_____

has completed Kindergarten and is assigned to First Grade beginning September 10, 1958.

_____
Teacher

_____
District Superintendent

June 13, 1958

EDUCATIONAL TRIP FORM

Dear Parent:

This year it is our hope to give your child firsthand experience with things he has discovered through his classroom work. By filling out this form you will be giving him permission to accompany his class on these study trips and visits.

Teacher_____

Date _____

_____has my permission to accompany his class on school study trips.

_____
Parent's signature

REQUEST FOR TRANSPORTATION

SCHOOL ACTIVITY

NAME OF ORGANIZATION _____

NATURE OF ACTIVITY _____

_____

DATE _____ HOURS _____

EQUIPMENT AND SERVICES REQUIRED _____

_____

TIME OF DEPARTURE _____ TIME OF RETURN _____

DESTINATION _____

TEACHERS ACCOMPANYING _____

NUMBER OF STUDENTS GOING _____
Attach list of names.

DATE OF THIS REQUEST _____

_____ _____
Teacher Transportation Supervisor

_____ _____
Principal District Superintendent

PLEASE PREPARE IN TRIPLICATE. ALL REQUESTS MUST BE APPROVED AND RETURNED TO PRINCIPAL'S OFFICE ONE WEEK IN ADVANCE.

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